

July 22, 2020

**ADOPT ANNUAL REVISIONS TO THE STUDENT CODE OF CONDUCT
EFFECTIVE SEPTEMBER 8, 2020**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education ("Board") adopt the annual revisions to the Student Code of Conduct

("SCC") including the CPS Anti-Bullying Policy, effective September 8, 2020, which is attached hereto.

DESCRIPTION: Modifications from the previous year's Student Code of Conduct are summarized below:

1. Remove ISS from Group 2 Behaviors: In-School Suspension will no longer be available as a response to Group 2 behaviors in the SCC to better align with existing district guidance for responding to lower level disruptive student behaviors, which include the use of restorative practices

Approved for Consideration:

Approved:

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Approved for Consideration:

Approved as to Legal Form:

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KJ

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STUDENT CODE OF CONDUCT
Effective September 8, 2020

PURPOSE

The Chicago Public Schools (CPS) Student Code of Conduct (SCC) supports our schools in maintaining safe, nurturing, participatory and productive learning environments. In order to maximize learning time and

- To tell school officials about any concerns or complaints respectfully and in a timely manner
- To work with the school principal, teachers, and other staff to address any academic or behavioral concerns regarding their child
- To talk with their child about the behavior expected in school
- To support their child's learning and school activities at home

- To respect other students' privacy rights

School Staff Rights

- To be treated courteously and respectfully

GENERAL REQUIREMENTS

The SCC applies to students at all times during the school day, while on school property, while traveling to and from school, at any school-related event, on any vehicle funded by CDE (such as a school bus), and

The SCC also applies to student behavior outside of school if (1) a student is representing CDE or

- b) Identify the social, emotional, and/or safety needs of the affected student(s) and provide appropriate supports and follow up.
- 7) **Assign interventions or consequences** according to the SCC.
 - a) Identify the intervention(s) or consequence(s) most likely to address the cause of the behavior including social, emotional or trauma-related needs, repair harm, and prevent repeat behaviors.
 - b) The principal or designee has the final authority to assign interventions and consequences based on the best interest of the school community, including available school resources, and the needs and rights of all involved students or staff harmed and the rights of the student accused in

inappropriate behavior, in alignment with the SCC.

- c) Follow the special procedures contained in the Procedural Safeguards section for students with disabilities and students with Section 504 Plans.
- d) Avoid consequences that will remove the student from class or school, if possible. If removal is

10) Restore the student's participation in the school community.

designee must develop a plan to support the student's transition back into the school community, including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs, with input from the student and

SUSPENSION GUIDELINES

Students in grades pre-kindergarten through second may NOT be assigned in-school or out-of-school suspensions. If a student in pre-kindergarten through second grade exhibits behavior that presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff, the Network

suspension after the student's parent/guardian has been notified. During the suspension, the principal or

POLICE NOTIFICATION GUIDELINES

School administrators contact the Chicago Police Department (CPD) in two situations: (1) to seek assistance with an emergency situation, or (2) to notify law enforcement of a criminal act.

Emergency

School administrators have the responsibility to call 9-1-1 in situations they determine to be emergencies.

In an emergency situation, administrators must make reasonable efforts to notify parents/guardians

Criminal Acts

When a student engages in illegal activity, it may be necessary for school staff to report the act to CPD. In

STUDENT BEHAVIORS COVERED BY THE SCC

This section identifies the specific behaviors that are covered by the SCC. The behaviors are listed in six different groups, according to the degree of disruption to the learning environment.

and/or consequences. The behaviors are listed in six different groups, according to the degree of disruption to the learning environment.

- Group 1 lists behaviors that are *inappropriate*.
- Group 2 lists behaviors that *disrupt*.

for wearing clothing or accessories that display gang affiliation. This paragraph does not apply to students enrolled in Military Academies or JROTC Programs.

Military and JROTC Programs

~~Board designated military academies and other JROTC programs may enforce standards of conduct and~~

GROUP 1

The table structure is largely obscured by redaction. It appears to have multiple columns and rows. A small white rectangular area is visible in the middle-left portion of the table, possibly representing a cell that was not redacted or a scanning artifact. The redaction consists of thick, solid black horizontal bars covering the majority of the content.

GROUP 3

SERIOUSLY DISRUPTIVE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)
3-1 Disruptive behavior on the school bus ⁷ **2.2 Gambling, participating in games of chance or skill	♦ Documented Teacher, Student, Parent/Guardian, and Administrator perform as focused as appropriate

3-11 Use of cellular telephones or other information technology devices to harass, intimidate, threaten, or

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

GROUP 4

VERY SERIOUSLY DISRUPTIVE BEHAVIOR

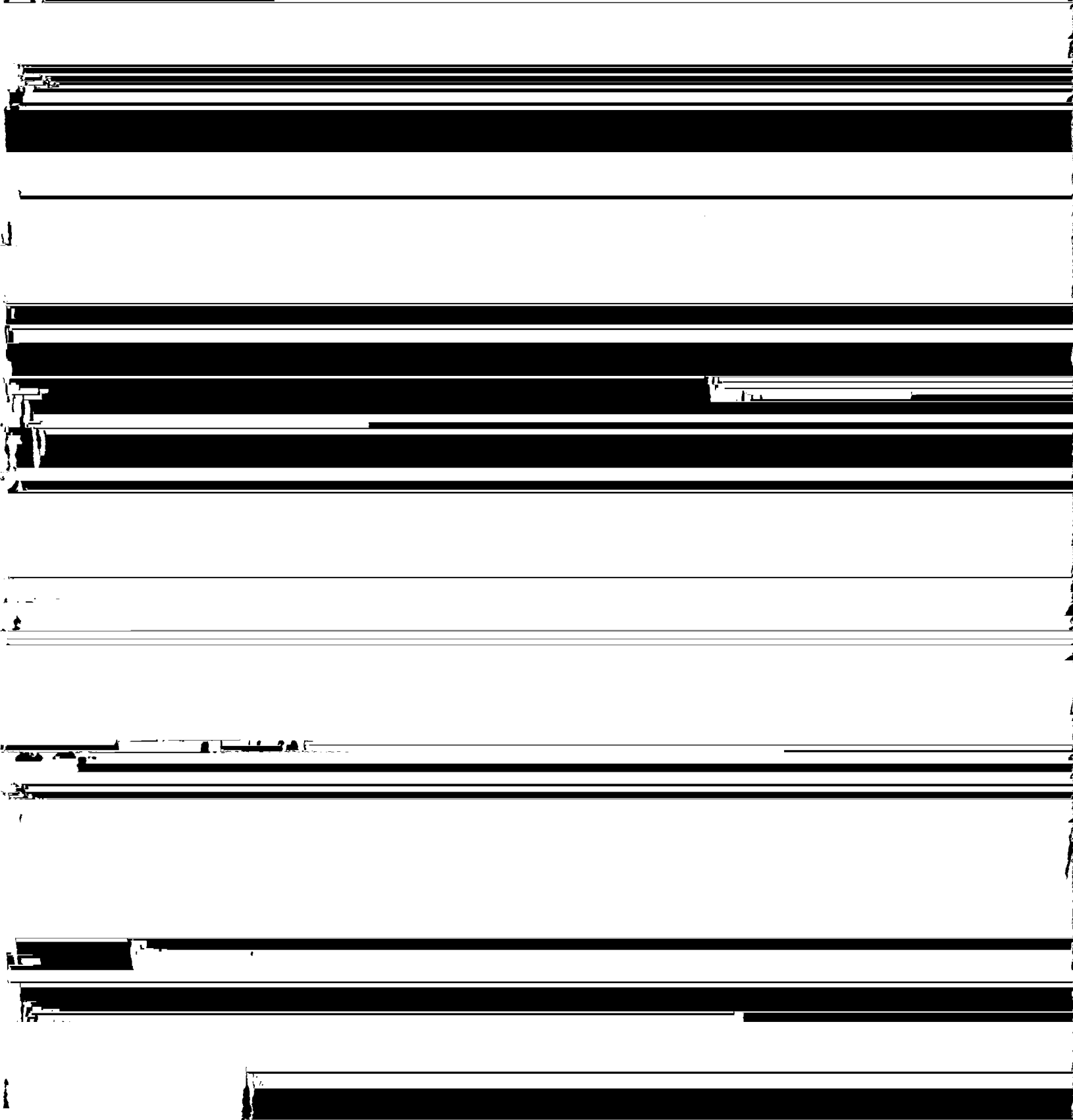
AVAILABLE INTERVENTIONS AND CONSEQUENCES
(Whenever possible, interventions and consequences

- | | |
|---|--|
| <p>**4-14 Use or possession of alcohol, drugs, controlled substances, "look-alikes" of such substances, contraband (including all devices that contain substances for the purposes of intoxication or any unknown substances), or use of any other substance for the purpose of intoxication in or before school or a school-related function.²⁰</p> <p>4-15 Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel</p> | |
|---|--|

GROUP 5

MOST SERIOUSLY DISRUPTIVE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES
*5-1 Aggravated assault – assault ²² with a deadly weapon or done by	▲ Documented Teacher Student

*5-10	participate in or benefit from the educational program or which creates a hostile or abusive school environment ²⁷ False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified	presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially
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GROUP 6

ILLEGAL AND MOST SERIOUSLY DISRUPTIVE	AVAILABLE INTERVENTIONS AND CONSEQUENCES
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[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

person who conceals his/her identity, or the use of physical force against school personnel) or aiding

disrupt, impede, or interfere with the operation of the school.

ANTI-BULLYING POLICY

Purpose

The Illinois General Assembly has found that a safe and civil school environment is necessary for students

to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and
interfere with their ability to learn and participate in school activities. Bullying has been linked to other

Definitions

"Bullying" means any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, and meets all of the following criteria:

- (1) An observed or perceived imbalance of power exists between the person(s) engaging in the bullying behavior(s) and the targeted student(s); and/or student(s) were targeted based on prejudice or bias (as defined below).
- (2) The behaviors are severe or pervasive (repeated over time), or there is a high likelihood that behavior will be repeated. Bullying is often characterized by repeated acts, sometimes

community when harm is done. After conflict or harm, Restorative Practices provide a way of thinking about, and responding to issues and problems by involving all participants to discuss their feelings

and opinions, identify what happened, describe how it affected everyone, and find solutions to make things better.

Preventing Bullying

All CPS principals and staff shall work to develop safe, supportive school environments that prevent bullying through:

- **Developing supportive school climate strategies**, including clear expectations and share

Principal/Designee will document the allegation in the District student information system as a general incident report and document all notifications made.

D. Determining an Appropriate Response

The goal of the response is to ensure the targeted student feels safe and welcome, and the student

guidance in determining an appropriate response, contact the Office of Social & Emotional Learning at

- (1) **Identify school risk factors and ensure a universal strategy for school climate improvement and social and emotional development.** Assess and address any issues in supervision, expectations,

Appeal

Any party who is not satisfied with the outcome of the investigation may appeal to the Office of Student

Principal's decision. OSP shall render a final determination in accordance with the timeline and procedures set out in the anti-bullying appeal guidelines established by OSP. OSP may return the incident to the Network Chief, Principal or their designees for further investigation or reconsideration of the consequence(s), direct the imposition of other consequence(s), or deny the appeal. OSP shall notify the

ATTACHMENT A
Chicago Public Schools
Form for Reporting Bullying and Retaliation

[Redacted content]

**PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH
DISABILITIES/IMPAIRMENTS⁴⁰**

School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Out-of-school and before- and after-school detentions do not count toward the 10 day limit.

**REFERENCE GUIDE FOR GROUPS 4, 5 AND 6 BEHAVIORS INVOLVING DANGEROUS OBJECTS,
WEAPONS OR LOOK-ALIKE WEAPONS**

SECTIONS 4-13 AND 5-11

If a student simply has any of these objects in his or her possession, but does not use them, (s)he should be recorded to have violated Section 4-13 of the SCC for a first-time violation or 5-11 of the SCC for a second or repeated violation. *If a student uses, or intends to use, any of these objects to inflict harm on someone, the student should be recorded to have violated Section 6-1.*

Knives, including but not limited to:

- Steak knife or other kitchen knives
- Pen knives/Pocket knives
- Hunting knives

Tools, including but not limited to:

- Hammers
- Screwdrivers
- Saws
- Crowbars/Metal pipes
- Other objects commonly used for construction or household repair

Other Objects, including but not limited to:

- Mace/Pepper spray
- Live ammunition/Live bullets
- Broken bottles or other pieces of glass

Wooden sticks/boards

SECTION 6-1

If a student has any of these objects in his or her possession or uses any of these objects, (s)he should be recorded to have violated Section 6-1 of the SCC.

Firearms - these include:

- Pistol

Metal/brass knuckles
Throwing stars
Tasers/stun guns

“Look-Alike” Firearms - these include:

B.B. guns
Air guns
Other objects, including “toys” or replicas that reasonably resemble real firearms

6-1 SPECIAL CONSIDERATION

~~If a student simply has any of these objects, or any other similar object in his/her possession, he/she should~~

not be recorded to have violated of the SCC. *If a student uses, or intends to use, any of these objects to*

EXPULSION HEARING AND EMERGENCY ASSIGNMENT GUIDELINES

Request for Expulsion Hearing

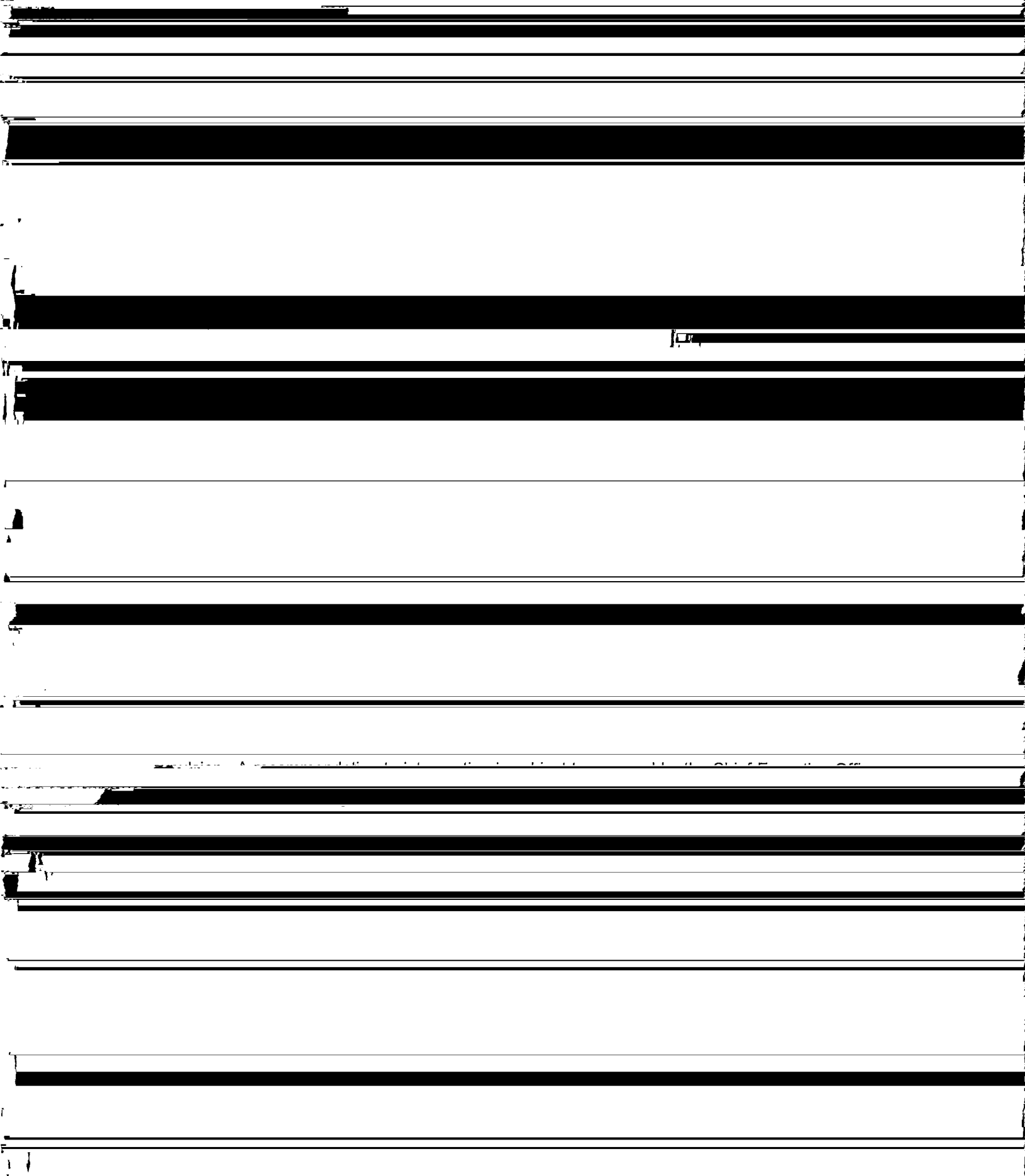
- Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years.⁴¹

If a student's inappropriate behavior falls within Group 5 of the SCC, a school principal may request an

expulsion hearing for the student. A school principal may also request assignment to an intervention program.

If a student's inappropriate behavior falls within Group 6 of the SCC, the student will be automatically

- If a student is expelled, alternative program placement may be offered for the period of the expulsion.



ACKNOWLEDGEMENT OF RECEIPT OF THE STUDENT CODE OF CONDUCT

Chicago Public Schools
Student Code of Conduct

Student Agreement

I, _____ (print student's name) have received and read the Student Code of
Conduct ("SCC") for the Chicago Public Schools. I am aware of my rights and responsibilities under the

[REDACTED]